**Teacher Name: Christopher Barrett**

**Midterm Lesson: Plastic Pollution In The Ocean**

**Lesson Duration: 45 minutes (1 Period)**

|  |  |  |
| --- | --- | --- |
| **Essential Question** | | What are the effects of plastic in our oceans? |
| **Objectives**  **(Learning Outcomes)** | | Students will be able to identify source effects of plastic pollution in the ocean, and ways to help remedy the problem. |
| **Teacher Standards** | | Domain 3 – Instruction  3b – Using Questioning and Discussion Techniques  3c – Engaging Students In Learning |
| **Common Core Learning Standard(s)** | | W.6.1: Write arguments to support claims with clear reasons and relevant evidence.  RST.6.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  RST.6.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.  SL6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| **Key Terms** | | Gyres, plastics, micro plastics, oceans, metric tons, toxins |
| **Mini-Lesson**  (procedure) | | (5 minutes)   * Students will be receive a KWL chart and will be asked to fill out the first column of the KWL chart by listing 3-5 items they know are plastic. Students will share answers and discuss with class about items that are plastic and what they use them for.   (10 minutes)   * Students will be asked about what they want to know about plastic when they are finished using it. Students will accomplish this by completing the second column in the KWL chart. Students will then share their answers.   Teacher will ask:  Q: Where are some places you think plastic trash could end up?  Q: How could plastic trash potentially have a negative impact depending on where it ends up?  Q: Could plastic trash move easily?  (5 minutes)  Students will then be shown a video *Healthy Oceans: Preventing Plastic Pollution*: https://youtu.be/RgzEcR\_Xc-s  (15 minutes)  After watching video, students will complete worksheet based on video.  Worksheet will ask:  Q: Why is plastic commonly used?  Q: What is the problem with plastic after it is thrown away?  Q: How can plastic end up in the ocean?  Q: What are two effects plastics have when they end up in the ocean?  Q: What are two things people are doing to help stop this problem?  (10 minutes)  Students will share answers with class for review.  Students will end lesson by completing the KWL chart and listing three things they learned. |
| **Practice (Guided / Independent)** – How will students practice the new skill or material? | | |
| * Students will begin lesson based on activation of prior knowledge of plastic material * Students will be guided through lesson based on questions of their shared answers from the Know and Want to know portions of the KWL chart * Students will have a chance to independently practice and demonstrate what they learned by completing both the worksheet and learned portion of KWL chart. | | |
| **UDL** | **1.3, 2.1, 3.1, 7.2, 8.3, 9.3** | |
| **DOK Levels Addressed:** | **One: Identify** animals and plants in the ocean that are harmed by plastic.  **Two**: **Show** how the animals and plants are harmed.  **Three**: **Explain** what the presence of plastic in the ocean means for both humans and wildlife in the ocean. | |
| **Assessment**:  Formative assessment - Students begin lesson by complete first column of KWL chart and sharing information  Summative assessment – Students complete and submit worksheet. Students also complete the learned portion of their KWL chart | | |
| **Differentiation:**   * Lower level students could work in small group with paraprofessional. * Moderate level students could work in pairs * Higher level students could work independently | | |